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ABSTRACT

This document presents the Work Program 2000 of the European Center for the Development of Vocational Training (CEDEFOP). It is divided into two sections, each of which describes the main aims and expected activities and outcomes of CEDEFOP projects and the activities of its networks in 2000. The first focuses on developing knowledge and expertise which outlines the themes and content of CEDEFOP projects within the four priority themes. Projects are centered around these themes in the medium-term priorities: promoting competence and lifelong learning; facilitating new ways of learning for a changing society; supporting employment and competitiveness; and improving European understanding and transparency. The second section focuses on serving customers, partners, and policymakers and fostering research cooperation. Projects are centered around the following four guidelines: information on vocational education and training; promoting and interpreting research and the identification of innovation; support to meet specific needs of CEDEFOP's partners; and providing forums for debate and links among policymakers, social partners, researchers, and practitioners. Appendixes include medium-term priorities and operational guidelines for 2000-2003; budget outline for 2000; information and communication policy; organizational chart; and cooperation with the European Training Foundation. (YLB)

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European Centre for the Development of Vocational Training

Work Programme 2000

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Cedefop: Work Programme 2000

approved at the meeting of the Management Board of 23 and 24 November 1999

Chairman of the Management Board: Oliver Lübke
Director of Cedefop: Johan van Rens
Deputy Director: Stavros Stavrou

Cedefop – European Centre for the Development of Vocational Training
Europe 123, GR-57001 Thessaloniki (Pylea)

Postal address:
PO Box 22427, GR-55102 Thessaloniki

Tel. (30-31) 490 111
Fax (30-31) 490 020
E-mail: info@cedefop.eu.int
Homepage: www.cedefop.eu.int
Interactive website: www.trainingvillage.gr

The Centre was established by Regulation (EEC) No 337/75 of the Council of the European Communities, last amended by Council Regulation (EC) No 251/95 of 6 February 1995 and Council Regulation (EC) No 354/95 of 20 February 1995.

A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (http://europa.eu.int).

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N.B.
Throughout the Work Programme 2000 references to the European Union (EU) and its Member States apply equally to Norway and Iceland. These two countries participate in the vocational education and training activities of the EU as partners under the agreement setting up the European Economic Area (EEA).

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Foreword

CEDEFOP

Foreword

Cedefop's work programme for 2000 is again an ambitious one and will be the first carried out from its new premises in Thessaloniki. This year Cedefop, as the European Union's reference centre for information on vocational education and training, will deepen our understanding of developments in vocational education and training across Europe. Its networks will bring together a wide range of expertise and facilitate the exchange of information, experience and good practice. Cedefop will stimulate debate amongst and between policy-makers, researchers and practitioners, not just from the European Union, but also from central and eastern European countries. The centre will also support comparative research in Europe to help in decision-making on the future of vocational education and training.

Cedefop's services and publications will continue to exploit the potential of electronic communication, especially the Electronic Training Village, which is becoming a central platform for vocational education and training specialists.

The work programme for 2000 is both focused and result-oriented in its strategy. It provides a coherent approach to vocational education and training within the medium-term priorities for 2000-03. In 2000, Cedefop will undertake an assessment of its performance and impact.

In serving the information needs of its partners and clients, Cedefop will contribute to the development of vocational education and training and a Europe of knowledge.

Johan van Rens
Director

S. Oliver Lübke
Chairman of the
Management Board

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Executive summary

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CEDEFOP
European Centre for the Development of Vocational Training

Learning is the key to Europe's future. In a society and economy increasingly based on the use of information, skills, aptitudes and competences are determining factors for future prosperity. Learning is high on the agenda of the European Union (EU), its Member States and the social partners.

Each Member State has its own traditions and approaches to teaching and learning, not least in the area of vocational education and training. But if the pace of technological, economic and social change has made learning more important, it has also made it more complex. Consequently, there is much to be gained from exchanges of information and experience between those involved in vocational education and training at all levels. Such exchanges can stimulate debate, generate new ideas and promote improvement in vocational education and training systems to ensure that they meet real needs.

The **European Centre for the Development of Vocational Training (Cedefop)** was set up to assist the European Commission in encouraging, at Community level, the promotion and development of vocational education and training, and to contribute to the work of the Member States and the social partners, through promoting exchanges of information and the comparison of experience on issues of common interest.

Cedefop aims to be the reference centre providing policy-makers and practitioners, at all levels in the EU, with information to promote a clearer understanding of developments in vocational education and training, and so enable them to take informed decisions for future action. Cedefop also aims to nurture research, to identify trends and to promote research into themes relevant to policy-makers and partners [1].

The policy context for Cedefop's work is set out in a range of instruments, in particular:

- The Amsterdam Treaty, and, in particular, the preamble, Articles 2, 3, 13 and Article 150.
- The Leonardo da Vinci programme (Council Decision 1999/382/EC establishing the second phase of the Community vocational training action programme 'Leonardo da Vinci').
- The four priorities adopted by the Social Dialogue Working Group on Education and Training, namely,

[1] CEDEFOP defines its partners as Members of the Management Board, policy-makers, practitioners, researchers and social partners.

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vocational guidance, lifelong learning, financial resources, and qualifications, as well as the social partners' agenda for vocational education and training for the coming period.

- The European Commission Green Paper 'Education - Training - Research, the obstacles to transnational mobility'.
- The European Commission's 'Agenda 2000'.
- The 'rolling agenda' in the field of education and training and on new working procedures for European cooperation.
- The four pillars of the European employment strategy - employability, entrepreneurship, adaptability, and equal opportunities.
- The outcomes of the first Leonardo da Vinci programme.
- The recommendations of the European Commission on mobility and further steps in this area.
- Cooperation with the European Training Foundation and other decentralised agencies on projects of common concern.

Cedefop activities in 2000

Serving its partners
Cedefop delivers information on vocational education and training, promotes and interprets research and identifies innovation, supports the specific needs of Cedefop's partners and provides forums for debate and links between policy-makers, social partners, researchers and practitioners

Through its products and services Cedefop serves the following wide and diverse audience:

(a) European Commission, European Parliament and other European institutions;

(b) Member States;

(c) social partners;

(d) other policy-makers, including local and regional authorities;

(e) vocational education and training researchers and practitioners;

(f) associated countries (Iceland and Norway) and, as soon as agreements have been concluded with Cedefop, EU applicant countries.

In this work Cedefop, in accordance with Article 5 of the Cedefop founding regulation, will convene working groups of Management Board members to provide support for its activities and to ensure a closer involvement of the Management Board in the Centre's work.

Cedefop, in its activities, will contribute to and capitalise upon information developed in:

(a) European Community training programmes and, in particular, the Leonardo da Vinci programme, where it has a specific role in implementing certain measures;

(b) the European employment strategy - and its four pillars: employability, entrepreneurship, adaptability, and equal opportunities - which attributes a key role to vocational education and training;

(c) other European programmes which include vocational education and training, in particular the fifth framework programme for research;

(d) research and initiatives carried out in Member States or by the social partners.

Cedefop's activities take forward the four major themes in its medium-term priorities for the period 2000-03 (See Annex 1, Page 28), as agreed by its Management Board. These themes are:

- **promoting competences and lifelong learning;**
- **facilitating new ways of learning for a changing society;**
- **supporting employment and competitiveness;**
- **improving European understanding and transparency.**

Promoting competences and lifelong learning
(thematic priority (a))

Cedefop will concentrate on developing a systematic framework for lifelong learning and an initiative to validate competences acquired through non-formal learning.

Lifelong learning includes key qualifications and key/core competences, which are seen as essential to enable people to adapt to change throughout their working life

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Executive summary

and to encourage lifelong learning. However, the concepts behind them differ across the EU and have influenced the development of curricula in different ways. To support the work started during the Austrian presidency (1998) on key qualifications and key/core competences, Cedefop is seeking to promote new developments through its reference publications. Lifelong learning also pays attention to information and communication technologies (ICT) as a learning tool. In the field of ICT, the Centre will focus on ICT as a learning tool and as an instrument for remote learning.

In the identification, assessment and recognition of non-formal learning, work experience and other learning acquired outside formal education and training systems are of growing importance to enterprises and individuals. Here Cedefop has finalised its preparatory work. Further discussion and action can start. The Commission may propose to devote attention to the results of Cedefop's work and might also consider further political steps during the French presidency.

The results of this work will provide valuable insights into ways of promoting competences and lifelong learning.

Facilitating new ways of learning for a changing society (thematic priority (b))

To facilitate the exchange of high-quality information on new ways of learning in vocational education and training in Europe, Cedefop will work on the major projects under this priority in 2000 to support innovation and change.

Capitalising and exploiting innovation and renewal is essential to ensure that vocational education and training is of a high quality and relevant to current needs. Cedefop will support the European Commission in observing innovation, and contribute to the dissemination of new ideas. Work will focus on developing a typology of innovation, on observing VET practices and initiatives in selected areas, taking into account also the results of the Leonardo da Vinci programme and in disseminating the results of the first phase of observation.

The respective responsibilities of governments, enterprises, individuals and the role of the social partners is a subject of much debate and to this Cedefop will contribute.

Supporting employment and competitiveness (thematic priority (c))

While unemployment has decreased in many Member States on account of initiatives to stabilise the employment market, the need to improve employment opportunities

and to enhance the employability of the workforce remains a priority. Cedefop will continue to focus on the potential for vocational education and training to support the notion of employability as well as the impact of growth and employment.

As part of this support, Cedefop will continue to work on the financing of vocational education and training. Within this, attention will focus on the financing structures, financing policies and mechanisms, and questions related to efficiency and effectiveness. Budgetary constraints within the context of encouraging a culture of lifelong learning will create new challenges for training in this area of work in identifying the diverse policy options to fulfil the financial responsibilities of the different stakeholders.

To help foster entrepreneurial skills and employment – two of the four pillars of the European employment strategy – Cedefop will pay attention to the role of VET and analyse the importance of the relevant guidelines on training - small and medium-sized enterprises are a focal point in this area. The latter represent 98% of total enterprises in the EU which account for 93% of employment in the 15 Member States.

Improving European understanding and transparency (thematic priority (d))

Cedefop will examine ways to improve the transparency of qualifications and support information on mobility.

Mobility in Europe is anchored in the European treaties and has increasingly come to be seen as a right of the individual. Freedom of movement brings new opportunities in the area of vocational education and training, and work for young people and for adults. The challenge is to make the benefits and new competences of mobility more widely known. However, to do so requires overcoming a number of obstacles. These are practical in nature and include a lack of transparency, they are linked to the understanding of the skills and competences of someone trained in one Member State by employers and employees in another. There is considerable scope for improving understanding and co-operation in this area in order to support the free movement of labour and the Single Market. Cedefop will facilitate the exchange of information about skills, qualifications and mobility.

In addition to practical obstacles, there are personal obstacles to mobility. Cedefop will convey the benefits of mobility more clearly and promote a clearer European understanding of the concept.

Central and eastern European countries (CEECs) and cooperation with the European Training Foundation (ETF)

Cedefop's medium-term priorities emphasise the need to strengthen reciprocal exchanges of information and co-operation with the European Training Foundation (ETF).

Cooperation between Cedefop and the ETF aims to create and facilitate synergy and make the best use of joint expertise and the know-how of the European Union for the benefit of the Member States and countries of central and eastern Europe (CEECs). The lines of operational cooperation between the two agencies were agreed and formulated in the 'ETF and Cedefop co-operation programme' of July 1997.

Cooperation with ETF is mostly well developed and the joint activities carried out over the last years have been assessed in the framework of the overall evaluation of Cedefop. Annex V (page 40) describes the various activities in the Work Programme 2000, where the ETF is specifically involved. The relevant know-how available at European level should benefit the accession States and facilitate their familiarisation with the European Union.

In line with the 'ETF and Cedefop cooperation programme' and the expected Commission communication on the association of the applicant countries to the agencies, Cedefop shall explore how cooperation with CEECs should develop in the coming period leading up to the enlargement of the European Union. It is clear that the intensity of our pre-accession activities ('institution building') will largely depend on the resources allocated to these activities by the ETF and the acceding countries. This is accentuated by the fact that Cedefop will have in 2000 even less budgetary appropriations for operational activities than in 1999. If the Centre does not have access to more resources (EUR 350 000 – EUR 380 000 as of 1 July 2000) Cedefop will be forced to curtail activities involving applicant countries in the current Work Programme.

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Introduction to the Work Programme 2000

The Work Programme 2000 is divided into two sections:

- developing knowledge and expertise which outlines the themes and content of Cedefop projects within the four priority themes;
- serving customers, partners and policy-makers and fostering research cooperation.

The proposals in the Work Programme 2000 are based on the budget for activities in 2000 as outlined in Annex II (page 35).

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DEVELOPING KNOWLEDGE AND EXPERTISE

This section describes the main aims and expected activities and outcomes of Cedefop projects and the activities of its networks in 2000. The projects are centred around the four themes in the medium-term priorities. Each project is set in the framework of these priorities.

Cedefop will carry out the following activities to take forward its four medium-term priorities.

Promoting competences and lifelong learning
(thematic priority (a))

To take forward this priority theme in 2000, Cedefop will concentrate on the development of a systematic framework for lifelong learning and a new initiative to validate competences acquired through non-formal learning.

Lifelong learning includes key qualifications and key/core competences, which are seen as essential to enable people to adapt to change throughout their working life and to encourage lifelong learning. However, the concepts behind them differ across the EU and have influenced the development of curricula in different ways. To support the work started during the Austrian presidency (1998) on key qualifications and key/core competences, Cedefop is seeking to promote new developments on the basis of its reference publications. Lifelong learning also pays attention to information and communication technologies (ICT) as a learning tool. In the field of ICT the Centre will focus on ICT as a learning tool and as an instrument for learning from anywhere.

In the identification, assessment and recognition of non-formal learning, work experience and other learning acquired outside formal education and training systems is of growing importance to enterprises and individuals. In this area Cedefop has finalised its preparatory work. Further discussion and action can start. The Commission might take account of the results of Cedefop's work and also consider further political steps during the French presidency.

The results of these projects will provide valuable insights into ways to promote competences and lifelong learning. The aims and expected outcomes of the project under this priority are outlined below in more detail.

1. A framework for lifelong learning (new)

Aims

- to promote 'key qualifications', 'key/core competencies' and 'key/core skills' and curriculum renewal;

- to develop lifelong learning as a strategy linking educational, social and economic rationales, based on European Union projects and initiatives;

- to examine various incentives (e.g. in terms of time, recognition, career development, financial compensation) to participation in lifelong learning with a view to increasing participation in such activities;

- to promote access to lifelong learning through studying prerequisites for equal access.

Activities and outcomes

- a reference publication on key qualifications;

- a basic information tool on lifelong learning, complemented by specific thematic and more specialised information packages;

- an overview of initiatives to facilitate access to learning throughout working life. This will be a joint activity with the 'social partner' house in the Electronic Training Village (ETV);

- screening the implementation of the employment guidelines in relation to LLL.

Project coordinators:
Pekka Kämäräinen, Barry Nyhan, Martina Ni Cheallaigh

2. Validation of competences acquired through non-formal learning

Aims

- to support strategies for the identification, assessment and recognition of competences acquired through non-formal learning;

- to combine research and analysis with a proactive approach for institutional and political dissemination.

Activities and outcomes

- a conference during the Portuguese presidency evaluating experiences gathered so far, discussing the follow-up of Cedefop's synthesis report on the validation of non-formal learning;

- establish a European meeting point where information and experience within the area of non-formal learning could be exchanged in a more efficient way. This might be done within the framework of the 'transparency forum' or within a new setting;

- based on ongoing research activities, Cedefop will develop and disseminate knowledge linked to enterprise-internal methodologies for identifying and assessing non-formal learning;

- support political initiatives during the French presidency.

Project coordinators:
Jens Björnavold, Philippe Tissot

Facilitating new ways of learning for a changing society (thematic priority (b))

To facilitate the exchange of high-quality information on new ways of learning in vocational education and training in Europe, Cedefop will work on the major projects under this priority in 2000 to support innovation and change.

Capitalising and exploiting innovation and renewal is essential to ensure that vocational education and training is of a high quality and relevant to current needs. Cedefop will support the European Commission in observing innovation, and contribute to the dissemination of innovative ideas. Work will focus on developing a typology of innovation, on observing innovative VET practices and initiatives in selected areas, taking into account also the results of the Leonardo da Vinci programme and in disseminating the results of the first phase of observing innovation.

The respective responsibilities of governments, enterprises, individuals and the role of the social partners is a subject of much debate to which Cedefop will contribute. Cedefop intends to stimulate a major policy debate on the future of vocational education and training.

The aims and expected outcome of the projects under this priority are outlined below in more detail.

3. Support innovation and change (new)

Aims

- to enhance the quality of work-linked training and apprenticeship;

- to analyse vocational training as an instrument of social inclusion;

- to support ICT as a learning tool in vocational education and training;

- to identify new approaches for improving the chances of low or unskilled (older) workers;

- to analyse the trends towards personal responsibilities in the workforce;

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- to improve the quality of vocational training through training for trainers geared towards innovative learning.

Activities and outcomes

- a reference publication on strategies for upgrading, low- and unskilled workers after analysing policy measures, including mainstreaming, in Member States for these groups;
- development of (electronic) service packages to promote social inclusion, use of ICT in learning, examples of good practice in learning;
- a typology of innovation and outcomes in selected areas.

Project coordinators:
Barry Nyhan, Mara Brugia, Roland Loos, NN

4. Quo vadis vocational education and training in Europe? (partly new)

Aims

- to develop diverse scenarios for various vocational training trends and strategies in the context of the socioeconomic environments in a number of Member States and candidate countries;
- to stimulate debate on the future of vocational education and training and the changing role of stakeholders;
- to contribute to the discussion between Member States, the candidate countries of central and eastern Europe, the EU and the social partners on vocational training strategy.

Activities and outcomes

- on the basis of scenarios, strategies, and trends in the development of occupations and qualifications, provide support for new developments in vocational education and training, including its relation with general education and with the world of work;
- a joint report with the ILO on 'social partner involvement in VET systems'.

Project coordinators:
Burkart Sellin, Manfed Tessaring, NN

Supporting employment and competitiveness (thematic priority (c))

While unemployment has decreased in some Member States as a result of programmes to increase employment, the need to improve employment opportunities and to enhance the employability of the workforce remains a priority. Cedefop will continue to focus on the potential for vocational education and training to support the notion of employability and adaptability.

As part of this support, Cedefop will continue to work on the financing of vocational education and training. Within this, attention will focus on the financing structures, financing policies and mechanisms, and questions related to efficiency and effectiveness. Budgetary constraints within the context of encouraging a culture of lifelong learning will create new challenges for training in this area of work in identifying the diverse policy options to meet the financial responsibilities of the different stakeholders.

To help foster entrepreneurial skills and adaptability – two of the four pillars of the European employment strategy – Cedefop will devote attention to the role of small and medium-sized enterprises. The latter represent 98% of total enterprises in the EU and account for 93% of employment in the 15 Member States.

5. Funding of vocational education and training

Aims

- to provide systematic quantitative and qualitative descriptions of the financing of VET systems in the individual Member States to identify future areas of interest and to create a synthesis of funding trends within the EU;
- to promote research and discussion on financing policies and practices;
- to further research into the benefits of training at enterprise level, including work on reporting on human capital;
- to encourage debate on funding issues.

Activities and outcomes

- publication of the final six national financing portraits, ensure more active dissemination of VET financing portraits, including articles in journals;
- work on syntheses of the 15 reports;
- publication of a report on financing policies to support continuing training in SMEs;
- creation of a 'financing' site on the Electronic Training Village;
- ongoing work to explore the possibility of extending the financing portraits to east European countries;
- identification of other areas of interest for discussion documents and different methodological approaches to work on costs and benefits of training at company level.

Project coordinators:
Sarah Elson-Rogers, Sven Age Westphalen

6. Supporting the employment strategy (new)

Aims

- to support the European Commission in its renewed initiatives for 'growth, competitiveness and employment';
- to compare the effectiveness of national approaches to training in the national action plans also in connection with the social dialogue;
- to identify the training needs of SMEs in various stages of their development and to identify means of satisfying these needs;
- to analyse the role of SMEs in promoting training at local, regional and sectoral levels;
- to promote entrepreneurship and competences for the self-employed;
- to support European initiatives to link training to emerging sectoral qualification standards;
- to clarify the links between training and employment and to identify ways of overcoming mismatches in supply and demand;
- to assist the European Commission in its task of developing indicators and targets for those employment guidelines that address education and training issues. In particular, to develop indicators on participation in lifelong learning (Guideline 6) based on the definition of lifelong learning agreed by the Member States and the Commission in the Employment and Labour Market Committee.

Activities and outcomes

- contributions on training issues for the European Commission;

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- articles for a special journal on training aspects of the national action programmes (NAPs);
- support for the social partners in relevant European sectors in making practical vocational and educational arrangements;
- a study on changing skill needs of SMEs due to internationalisation;
- information on regional, national and sectoral programmes to foster entrepreneurship;
- a checklist on vocational and educational training questions to be made available electronically.

Project coordinators:
Steven Bainbridge, Tina Bertzeletou, Julie Murray, Martina Ni Cheallaigh, NN

Improving European understanding and transparency (thematic priority (d))

Cedefop will examine ways to improve the transparency of qualifications and enhance information on mobility.

Mobility in Europe in anchored in the European treaties and has increasingly come to be seen as a right of the individiual. Freedom of movement for Europeans brings new opportunities in the area of vocational education and training, and work for young people and for adults. The challenge is to make the benefits of mobility more widely known. However, to do so requires overcoming a number of obstacles. These are practical in nature and include a lack of transparency. They are linked to the understanding of the skills and competences of someone trained in one Member State by employers and employees in another. There is considerable scope for improving understanding and cooperation in this area in order to support the free movement of labour and the single market. Cedefop will facilitate the exchange of information about skills and qualifications and mobility.

In addition to practical obstacles, there are personal obstacles to mobility. Cedefop will convey the benefits of mobility more clearly and promote European understanding more generally.

7. Transparency of qualifications

Aims

- to support the Member States and the European Commission in creating permanent and reliable mechanisms for promoting transparency of qualifications;

- to analyse how qualifications which are recognized in more than one country can be strategically integrated into the in-company process of qualification, competence and organisation development;
- to consider the incorporation of the validation of competences acquired through non-formal learning in the activities of the forum (see project 2);
- to help foster transnational and European employability.

Activities and outcomes

- an evaluation of the results of the transparency forum and implementation of the action plan for a European approach to transparency of qualifications;
- assessment of the outcomes of Cedefop's networks on trends in occupations and qualifications for transparency;
- input for a sector-based definition of the 'minimum requirements' to facilitate transparency of qualifications within countries.

Project coordinators:
Jens Björnavold, Sten Peterson, Philippe Tissot, NN

8. Mobility

Aims

- to provide an overview of and stimulate research in the European dimension of vocational guidance;
- to investigate the long-term effects of transnational placements;
- to explore how to promote and develop 'transnational employability' whether in compulsory education, during initial training or in employment and through adult lifelong learning;
- to support cultural mobility in vocational education and training curricula.

Activities and outcomes

- further development of the mobility forum in the Electronic Training Village and in hard copy as an area of information and dialogue on mobility issues, to include a self-assessment instrument and an electronic opinion poll;
- consolidation of the interactive mobility forum for placement brokers (schools, training institutions and enterprises) in order to promote discussion and exchange of personal experience, tips and tricks for young people intending to relocate. The mobility forum will become an important gateway to information on mobility and placement opportunities available on the Internet;
- production of a portfolio on requirements and activities for the linguistic and intercultural development of young people on placement in a foreign working environment;
- the first conference on 'Internationalising VET in Europe' in Thessaloniki from 23 to 25 May 2000 jointly with the Danish Centre for International Training Programmes (ACIU) with the support of the European Commission.

Project coordinators:
Norbert Wollschläger, Sören Kristensen, NN

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Work Programme 2000

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SERVICES AND RESEARCH COOPERATION

Cedefop has the mandate to disseminate information and promote debate throughout Europe on vocational education and training issues. The Work Programme 2000 reflects the efforts which have gone into positioning Cedefop as the reference centre in Europe on vocational education and training. The services provided cater for specific target groups and client needs and comprise a balanced use of traditional and modern operational methods for making an effective external impact and serving the differentiated needs of the European vocational education and training community.

Research on VET and its links to socioeconomic environments are a platform on which policy actions and strategies are to be based. Cedefop's task is to increase transparency on research approaches and findings, to clarify their implications for policy and practice on different levels and to foster cooperation between researchers, policy-makers and practitioners.

The major shift towards digitalization of information will render the most important national and European texts in vocational education and training accessible electronically. The service to in-house users, largely, the project managers, will provide them with the ability to access library catalogues from their desktops, receive updates on new acquisitions and order publications. The service maintains some six databases within the Electronic Training Village and will continue working on standardising the indexing of electronic documents, initially in-house and gradually on promoting this to external partners.

Information on vocational education and training (guideline (a))

Cedefop will work on three projects to facilitate the exchange of high-quality information on important developments in vocational education and training in Europe.

Cedefop will continue to update its series of descriptions of the systems and arrangements in each of the Member States. Capitalising and exploiting innovation is essential to ensure that vocational education and training is of a high quality and relevant to current needs. Cedefop will support the European Commission in monitoring the short-term developments in VET policy, in observing innovation, and will contribute to the dissemination of good practice.

To provide a clearer understanding of patterns of vocational education and training Cedefop will work with

the European Commission and with Eurostat in particular to produce the third issue of the key data and to develop statistical instruments for VET monitoring.

To improve the impact of its work and its role as a reference centre for information on developments in vocational training policy and practice, Cedefop has developed an information and communication policy based upon its founding regulation and its medium-term priorities (2000-03). A synopsis of Cedefop's information and communication policy is attached in Annex III (page 36).

Overall, Cedefop's information and communication policy will provide a balanced range of information services and publications that aim:

- to serve a wide audience comprising policy-makers, partners, researchers and practitioners at European and national levels, by providing them with relevant information on key issues;
- to be distinctive, coherent and accessible, and which respond to the different information needs of a diverse audience;
- to increase the use of electronic publication and distribution methods;
- to draw from reliable sources that provide accurate and up-to-date information;
- to disseminate effectively through an approach that is coordinated with the information and communication activities of the European Commission and organisations in the Member States.

9. Basic information on Member States' systems and arrangements

Aims

- to produce high-quality, comprehensive, easily accessible, up-to-date and user-friendly information on vocational education and training systems;
- to identify the trends in vocational education and training policy and assess the strengths and weaknesses of policy intervention;
- to provide relevant and accurate statistical information and analyses on VET;
- to collect EU comparable data on VET;
- to support the European Commission, in particular Eurostat, in developing new statistical tools for collecting data on VET;
- to prepare, with the European Commission, in particular Eurostat, key data on continuing vocational training in enterprises (for 2002);
- to support the European Commission in making short-term analyses of policy developments in the Member States

Activities and outcomes

- updated descriptions of the training systems and updates of the descriptions and major recent developments on the World Wide Web through the ETV;
- the third issue of *the key data on vocational training in the EU* in 2000;
- a proposal for data collection, survey and methods for developing new indicators for vocational education and training (effectiveness, lifelong learning, opinions and attitudes of EU citizens towards VET);
- use of the 1999 European policy report and preparation of the next edition of 2001;
- 'tailor-made' replies to queries coming from main target clients of Cedefop.

Project coordinators:
Michael Adams, Reinhard Nöbauer, Steve Bainbridge, Julie Murray, Pascaline Descy

10. Special library and documentation service
(partly new)

Aims

- to collect through a proactive acquisition policy and to disseminate information about vocational education and training in the EU;
- to provide an ongoing and accessible information service to the Centre's partners, clients and staff.

Activities

- coordinate the documentary information network, which is providing data for the information services available on the Electronic Training Village (ETV);
- update the most complete bibliographical database on vocational education and training in the EU;
- maintain the six main databases and Cedefop Intranet and reference service;
- maintain the Cedefop glossary on vocational training terminology using software for preparing and collating glossaries related to Cedefop projects in collaboration with the Cedefop terminologist;

- cooperate with the translation service on the terminology aspects of projects; promote co-operation with the European Training Foundation and the Translation Centre in Luxembourg in glossary work and in disseminating the results;
- compile information on conferences and seminars;
- provide an up-to-date VET news service for the ETV;
- cooperate with Eurydice, the European Training Foundation, the ILO and Eurolib and extend links to external libraries;
- prepare lists/abstracts of documentation and literature also for external use;
- 'package' information products and services for specific clients upon request and on a regular basis.

Project coordinators:
Marc Willem, Colin Mc Cullough, Philippe Tissot

11. External and interactive communications
(partly new)

Aims

- to increase online working, knowledge-sharing and interactive communication through the Electronic Training Village;
- to establish a virtual working community on VET research, to promote collaborative authoring and discussion;
- to promote easy access to VET information from relevant international organisations such as the European Commission, the European Training Foundation, Eurydice, Unesco, ILO, OECD;
- to harmonise indexation and retrieval capabilities for electronic resources on VET within Cedefop and beyond;
- to disseminate information on vocational education and training in printed and electronic form.

Activities and outcomes

- enhanced content and design of the Electronic Training Village, further development of electronic publication and distribution methods; remodelling and expansion of the facility will continue throughout 2000 to extend the arena of information providers and to cooperate with international and national organisations involved in vocational education and training;

- increase electronic linkage with major European information providers in the VET area;
- electronic conferencing facilities and 'online' working methods;
- tailor-made information and services to precise target groups;
- organise comanaged areas of electronic activity with European partners;
- manage an international server for user-friendly access to all relevant VET databases;
- produce VET resources (databases, electronic publications) allowing precision in query and retrieval methods;
- a VET online news service with decentralised input from selected sources throughout Europe
- three issues of the *European Journal for Vocational Training* (cooperating with the European Training Foundation (ETF), and of *Cedefop-Info*;
- a series of hard-copy and electronic publications on the results of Cedefop project work;
- further adapt the Cedefop website (www.Cedefop.eu.int) to offer basic information on Cedefop in all 11 official languages of the EU as of 2000;
- participation in vocational training exhibitions and fairs in Europe in close cooperation with the Commission services.

Project coordinators:
Steven Bainbridge, Colin Mc Cullough,
Bernd Möhlmann, Isa Dreyer

Promoting and interpreting research and the identification of innovation (guideline (b))

In recent years, Cedefop's relations with the world of research have considerably increased. The first research report on VET in Europe (1998) contributed considerably to reinforce Cedefop's platform function. Reporting on VET research in its manifold aspects is an ongoing task for Cedefop which helps to improve the understanding of research approaches and results and the cooperation between researchers and the various actors responsible for education and training.

The Cedefop research arena (CEDRA) is a follow-up to the research directory and the coaching of networks. Networks provide the means for contact with and between experts and researchers in their respective fields and stimulate discussion and cooperation between their members at European level.

Networks are a rich source of expertise, providing valuable information and a means for transfer of innovation and good practice. As a source of expertise, individual network members have knowledge of developments within their own countries. By working together within the network, they can carry out transnational and comparative surveys and analyses to provide information on major trends and developments at European level in their fields.

The expertise can help provide a context for developing Cedefop's overall project activity, by pointing to specific issues that merit further examination and consideration, whilst at the same time providing information of value to specific projects. Discussions within the network facilitate the transfer of information, innovation and good practice as information on developments in the Member States is exchanged.

12. Research reporting and cooperation

Aims

- to improve transparency and understanding on approaches to and findings of VET research through a regular reporting series;
- to evaluate research results and their implications for training policy and practice;
- to support and coordinate vocational training research and development in the Member States and candidate countries;
- to develop databases that provide an overview on European research and provide a basis for research work;
- to foster cooperation between researchers and between the research community, policy-makers and practitioners;
- to learn from VET research in the fifth framework programme;
- to coordinate policy-relevant transnational vocational education and training research;
- to develop and exploit the finding of the network on trends in occupations and qualifications.

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Activities and outcomes

- publication and dissemination of Cedefop's second research report on VET (*Leitmotiv*: actors, strategies and coordination) dealing with five main streams: steering and performance of VET, learning, knowledge and skills, labour market and mismatch, individual performance and social exclusion, training and employment in enterprise. A special chapter will be dedicated to VET research in central and eastern European countries and other countries beyond the European Union;
- development of the Cedefop research arena (CEDRA), a computer-supported 'knowledge-sharing' facility;
- delivery of 'knowledge bases' and setting up virtual knowledge-sharing networks relating to the following topics: VET professionals, learning in organisations, lifelong learning, key qualifications and regional co-operation for learning;
- platforms to promote and enhance the European research culture;
- assess the results of relevant Leonardo da Vinci projects for the reference function.

Project coordinators:
Manfred Tessaring, Pascaline Descy, Barry Nyhan, Pekka Kämäräinen, Tryggvi Thayer

Support to meet the specific needs of Cedefop's partners (guideline (c))

Increasingly, Cedefop receives specific demands from partners to build on their policies. Cedefop will continue to prepare high-quality reports, statistics and information to support such needs.

The support for the social partners is increasing especially for the sector level within the framework of the sector social dialogue. In the Electronic Training Village a Social Partners House has been created containing a large corpus of information on sectoral agreements and legislation.

During the Portuguese presidency, the Centre, in close collaboration with the Commission, will prepare papers on vocational education and training on specific themes which are on the agenda of the presidency, for example, an instrument to combat social exclusion. During the French presidency Cedefop will provide support and initiatives in electronic dissemination activities and in the field of recognition of non-formal learning.

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13. A partner in policy development

Aims

- to provide information to stimulate debate amongst and between Cedefop's partners, i.e. the European Commission, the Member States and the social partners on developing vocational education and training policy;
- to strengthen exchanges of information and co-operation with other European and international organisations.

Activities and outcomes

- notes on developments in the Member States to support the EU presidency country in close collaboration with the European Commission for meetings of the Directors-General for Vocational Training (DGVT);
- a cooperation framework with Eurydice to support the increasing integration of education and training;
- disseminate and use Cedefop's first European policy report for policy discussion and consideration and prepare the second edition for 2001.

Project coordinators:
Steven Bainbridge, Julie Murray, Michael Adams

14. Support for the social dialogue and social partner training organisations (partly new)

Aims

- upon the request of the social partners to support and stimulate the social dialogue on vocational education and training;
- to disseminate the outcome of the joint project (ETF, ILO, Cedefop);
- to evaluate the quality and comparability of information in the national descriptions;
- to associate the social partners in the candidate countries with Cedefop's work.

Activities and outcomes

- a publication on the social dialogue in vocational education and training;
- systematic evaluation of Cedefop's products to see how far they take into account the social partners' needs and views and to facilitate better the VET social dialogue;
- develop a network for innovative training services to training organisations and companies;
- support a sectoral approach in the European Union for major issues in vocational education and training and for special groups especially SMEs.

Project coordinators:
Burkart Sellin, Tina Bertzeletou, NN

Providing forums for debate and links between policy-makers, social partners, researchers and practitioners (guideline (d))

If the right decisions about the development of vocational education and training are to be taken to meet the demands of the future, informed debate and discussion are essential. Cedefop has developed a number of different opportunities to facilitate discussion of a wide range of vocational education and training issues, including the results of Cedefop project work.

The study visits programme has a strong link with the Member States and encourages exchanges of experience and information between experts of diverse backgrounds and countries. The programme also stimulates discussion between EU Member States and the applicant countries including those of central and eastern Europe.

To encourage another type of discussion and to provide greater exchange between the worlds of research and policy development, Cedefop has set up the 'Agora' Thessaloniki. Here the focus is much more on the identification of questions and issues from the perspective of Cedefop's partners. The intention is to stimulate research in areas of relevance for policy-makers, but also to make the latter more aware of the contribution of research to different areas of vocational education and training.

In seeking to improve the service it provides to its partners, Cedefop will continue to develop links with the European Commission, the Member States and the social partners. It will support them and provide information to nurture dialogue and discussions in the various committees and other meetings held on vocational education and training. In addition, Cedefop will explore ways of improving contact and cooperation with other outside organisations.

15. The study visits programme

Aims

- to promote information exchange on, and consideration of, key topics of common interest at European level to

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Work Programme 2000

facilitate the implementation of European policies in the field of vocational training;

- to implement the provisions of the Leonardo da Vinci II programme in relation to exchanges of experts from central and eastern European countries.

Activities

- according to the Leonardo da Vinci II programme adopted by the European Council on 26 April 1999, the subjects for the second semester of 2000 and the two semesters 2001 will be proposed by the Commission and discussed by the national liaison officers. The topic for the first semester of 2000 will be the presentation of the vocational training systems in the Member States. For this topic specific links will be forged to the project work on the national descriptions of VET systems. An assessment of the pilot phase 1999 will provide indications and guidelines for the coming period.

So far themes have been proposed by the NLOs and approved by the Management Board. According to the Decision of 26 April 1999, it is the Commission that will propose the themes and a new way of cooperating and linking with the NLOs and the Management Board is needed. The Commission has indicated in the Leonardo da Vinci Comittee that the priorities of the Leonardo da Vinci programme and Cedefop's medium-term priorities could be the framework for further themes which could then be decided as in the past.

Programme coordinators:
Marie-Jeanne Maurage, Reinhard Nöbauer

16. The Agora Thessaloniki

Aims

- to provide an opportunity for open debate on vocational education and training issues;

- to facilitate the exchange of information and experience between the scientific world, governments, and the social partners;

- to encourage academics and researchers to identify and promote research into subjects of importance and relevance.

Activities and outcomes

- organise three Agoras; subjects under consideration include job rotation, efficiency and effectiveness of IVT and CVT, vocational education and training of

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disabled persons, alternative schools and guidance; integration by means of economic activity.

Project coordinator:
Eric Fries-Guggenheim

17. Training of trainers network (TTnet)

Aims
- to encourage transnational cooperation between organisations active in the training of trainers;
- to improve the monitoring of innovative practices and to promote transnational transfer;
- to promote concerted action for training trainers at a Community level in order to nurture innovative training systems and new ways of training.

Activities and outcomes
- establish transnational and thematic working groups to produce and disseminate joint findings;
- further expand the network through associating additional countries in TTnet activities;
- two transnational thematic workshops using latest telecommunication media
- two studies to reinforce the work of the thematic workshops, the themes will be related to 'professionalisation' and will be decided by the network;
- enhance the electronic network as an interactive tool to disseminate information and foster cooperation.

Project coordinators:
Mara Brugia, NN

18. Brussels office

Aims and activities
- to exchange information between Cedefop and the EU institutions and programmes;
- to contact the countries holding the presidency in the coming 18 months and ensure that they are informed of Cedefop's products and of ongoing work relevant to the themes of their presidency;
- to maintain contacts with the Brussels-based headquarters of the social partners;
- 'same-day' service to requests for information/ publications from key partners in Brussels;
- to 'host' Cedefop staff and contacts visiting or meeting in Brussels;
- to act as a contact point for those in Brussels seeking information about Cedefop;
- to attend and report on meetings of EU programmes and committees and to organise (with the support of the service in Thessaloniki) Cedefop's participation in selected exhibitions particularly in Brussels or neighbouring area;
- to ensure Cedefop input for *'Le Magazine'* and participate in its editorial committee.

Coordinator:
Michael Adams

19. Public relations

Aims and services
- press/publicity events during Portuguese and French presidencies;
- press and publicity work for all new products and services of Cedefop during 2000, presented in formats that are tailored to journalists' needs;
- meetings with the press/radio programmes/TV programmes in Member States during conferences in which we participate, possibly with help from Management Board members;
- presentations to bodies and institutions concerned by our work. Management Board members can contribute ideas for our participation in events directly or indirectly linked to training;
- continuing work on media contacts lists in all Member States with the help of Management Board members and the documentary network members;
- new corporate identity which will support our key business and European character;
- close cooperation with the Commission in planning conferences and exhibitions;
- organising events linked to the 25th anniversary of the Centre.

Coordinator:
Ioanna Nezi

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20. Staff training

Aim

- to prepare an in-house training strategy in the form of a training plan designed to develop individual and collective competences.

Activities and outcomes

- enhancing the profitability of work by implementing and monitoring the training plan.

Coordinator:
Dominique Besson

Annexes

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Annex I

Operational guidelines and medium-term priorities 2000-03

Considering:

- the founding Regulation of the European Centre for the Development of Vocational Training (Regulation No 337/75 of the Council of 10 February 1975 - OJ L 39, 13 February 1975) establishing its main aim, tasks and services;
- the relevant provisions in the Treaty of Amsterdam and in particular the requirement to contribute to training of quality and to support and supplement actions of the Member States in vocational training policy;
- the Council decision establishing the second phase of the European Community vocational training action programme 'Leonardo da Vinci', and in particular provisions concerning the implementation of the programme and its consistency and complementarity with other relevant Community policies, instruments and actions, such as employment, education, research, technological development and innovation;
- the implementation of the first set of policy guidelines and medium-term priorities (1997-2000) of the Centre;
- the European Commission's 'Agenda 2000' and its priority to the development of knowledge and modernisation of employment systems;
- activities of the European social partners in the vocational education and training field;
- community policy initiatives in the field of vocational education and training, and establishment of a structured and continuous agenda with the presidencies;

the Management Board has taken the following decision at its meeting on 23 and 24 November 1999 in Thessaloniki:

Introduction

1. These operational guidelines and medium-term priorities set the framework for Cedefop's activities for 2000-03. They will contribute to the Community's determination to promote the highest possible level of knowledge for its people and enable Cedefop to assist the European Commission in encouraging, at Community level, the promotion and development of vocational education and training. They will also develop further Cedefop's role as the European Union's reference centre for vocational education and training. They set out the products and services

Cedefop will provide for its partners and clients and the thematic priorities upon which its work will focus in the coming period.

Cedefop's role

2. Cedefop is an active information provider and source of reference for information on vocational education and training systems and policies generally. It also carries out scientific analyses and overviews of research results, innovation and other developments.

3. Cedefop promotes mutual learning and understanding of key issues by examining developments and explaining and interpreting them. By facilitating exchanges, cooperation and synergy between all concerned, it seeks to develop a concerted European approach to vocational education and training problems.

Serving its partners

4. Through its products and services Cedefop contributes to a training of quality by serving the following wide and diverse audience:

   (a) European Commission, European Parliament and other European institutions;

   (b) Member States;

   (c) social partners;

   (d) other policy-makers, including local and regional authorities;

   (e) vocational education and training researchers and practitioners;

   (f) associated countries (Iceland and Norway) and, as soon as agreements have been concluded with Cedefop, EU applicant countries.

Main tasks

5. The guidelines and medium-term priorities are in line with the main tasks of Cedefop as defined in its founding Regulation:

   (a) to compile selected documentation and analysis of data;

   (b) to contribute to the development and coordination of research;

   (c) to exploit and disseminate useful information;

   (d) to encourage and support a concerted approach to vocational training problems;

   (e) to provide a forum for all concerned.

6. Cedefop will contribute to and capitalise upon information developed in:

   (a) European Community training programmes, and in particular the Leonardo da Vinci programme, where it has a specific role in implementing certain measures;

   (b) the European employment strategy - and its four pillars: employability, entrepreneurship, adaptability, and equal opportunities relating to vocational education and training;

   (c) other European programmes which include vocational education and training, in particular the fifth framework programme for research;

   (d) other research and initiatives carried out in Member States or by the social partners.

Policy guidelines for the annual work programme

7. Cedefop's work programme will set out activities based on the services it provides and the thematic medium-term priorities upon which it will focus. Cedefop will develop an annual work programme (as required by Cedefop's founding Regulation) in the perspective of these medium-term priorities and as a contribution to the success of the emerging 'rolling agenda' in the European Union. The programmes will emphasise the role of Cedefop as the European Union's reference centre for vocational education and training.

Services

8. To fulfil its roles as an active information provider and as a source of reference, Cedefop will provide the following four services:

   (a) **Information on vocational education and training**

   This will consist of:

   - published descriptions of Member States systems and arrangements;
   - regular reports and periodicals on trends and developments
   - analysis of statistical data on vocational education and training;
   - access to databases through the Electronic Training Village and Cedefop's library and documentation service.

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(b) **Promoting and interpreting research and the identification of innovation**

This will consist of:

- identifying the priorities for stimulating, coordinating and promoting research (especially the promotion of comparative and transnational research) and 'coaching' transnational partnerships;
- cooperation with international organisations;
- reports providing overviews and scientific analyses of outcomes of research under European programmes and on issues included in Cedefop's thematic priorities;
- reports and information on innovation and good practice.

(c) **Support to meet the specific needs of Cedefop's partners**

This will consist of:

- reports or papers as requested on specific issues for senior-level decision-makers;
- responses to specific questions from Cedefop's partners;
- a 'consultancy' function where Cedefop contracts to provide information, advice or propose solutions to problems;
- at the request of the social partners, assistance for the social dialogue on vocational education and training issues.

(d) **Providing forums for debate and links between policy-makers, social partners, researchers and practitioners**

These will include:

- study visits' programme, 'Agora' Thessaloniki, 'European forum on transparency of vocational qualifications' and ad hoc conferences and seminars;
- thematic and dissemination networks;
- transfer mechanisms for innovation and good practice;

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- interactive electronic cooperation through the Electronic Training Village.

Thematic priorities

9. In addition to providing information on vocational education and training generally, Cedefop has identified some thematic priorities which it will explore in more depth. Cedefop will focus its activities to promote research and development as well as its forums for debate and exchange on these priority themes, in the best interests of its partners.

10. Thematic priorities have been chosen by the Management Board both to consolidate and to develop work done under the medium-term priorities for 1997-2000. They reflect what Cedefop's partners regard as the central challenges for vocational education and training in the coming years.

    These priorities will be refined to take account of important changes at EU level, in particular in the light of the implementation of the second Leonardo da Vinci programme and policies of the European Commission and Parliament.

11. Four priority themes are listed below broken down into specific issues relating to each theme. Work will focus on monitoring, reporting, analysing and disseminating information on each issue.

    (a) **promoting competences and lifelong learning**

    - the acquisition of core/key skills and the development of a learning platform for inclusion and empowerment;
    - the development of open, flexible and linked learning pathways combining formal and non-formal learning (including the role of new technology in open and distance learning);
    - new methods to validate/certify skills and competences, including those acquired through non-formal learning;
    - provide support for the development of partnerships with and between the social partners to facilitate both access to lifelong learning and improvement in the training provided for the employed and unemployed;
    - activate the role of vocational education and training institutions at all levels.

    (b) **facilitating new ways of learning for a changing society**

    - the transition from school to work and support for youngsters, including on-and-off-the-job training;
    - the role of training in promoting social inclusion for disadvantaged groups and in assuring equal opportunities, notably for women;
    - identifying policies and best practices to raise the skill levels of older or lower-skilled workers to improve their employment prospects;
    - improving the quality, content and design of training through new information technology and improved training of trainers.

    (c) **supporting employment and competitiveness**

    - ways in which investment in people is promoted;
    - links between training and competitiveness including new occupations and future training needs on the labour market;
    - training policies of the Member States in employment strategy, including agreements between the social partners at European, national, regional, sectoral and enterprise levels;
    - the role of training in promoting entrepreneurship, self-employment, the social economy, innovation and the environment;
    - promoting the adaptability of workers and companies on the labour market;
    - supporting small and medium-sized enterprises.

    (d) **improving European understanding and transparency**

    - ways to improve the transparency of vocational qualifications and removing obstacles to the recognition of diplomas;
    - action for European mobility in vocational education and training to promote the acquisition of competences, especially for trainees and young people;
    - the development of a European dimension in vocational guidance and preparing people for a European labour market and European citizenship.

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Working methods

12. The director is in charge of implementing this decision and will regularly report to the Management Board on its implementation and on any difficulties that might prevent any of the provisions in this decision from being carried out.

13. Cedefop proposes to develop its working methods in the following ways in order to meet the priorities:

    (a) a shift away from small and relatively short-term projects towards larger-scale projects to be carried out over a longer period by teams;

    (b) changes in work organisation will be taken forward internally in consultation with the staff committee;

    (c) a balanced use of dissemination means in order to provide optimal service to stakeholders and target groups to meet requests for information, exploiting its potential to provide both access to structured information drawn from different vocational education and training databases and interactive 'virtual' communication;

    (d) introduce initiatives to raise the profile of Cedefop and the use of its services and publications;

    (e) separate reports on development in research and in policy will be prepared in alternate years. Cedefop's other activities will feed into the preparation of these reports.

    (f) the European Journal will become a central platform for presenting results of research stimulated by Cedefop and for obtaining scientific input from representatives of vocational training from policy-makers, social partners, researchers and practioners;

    (g) assist in analyses of statistical data and provide data support in close cooperation with Eurostat;

Resources

14. Concerning staff and financial resources:

    (a) the Management Board's decision of autumn 1998 on staff policy will be implemented and, on the basis of the annual work programme, individual descriptions of personnel tasks will be drawn up and resources allocated by activity;

    (b) subject to staff and financial resources being agreed, Cedefop will associate third countries.

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This will be done in cooperation with the European Training Foundation for countries from central and eastern Europe.

External evaluation

15. An external evaluation of Cedefop's internal management and its external impact will be finalised at the end of 2001. Targets in the medium-term priorities 1997-2000, guidelines and priorities 2000-03 and the annual work programmes will be the base for such an evaluation. The evaluation requires a clear distribution of tasks and indicators, and will be carried out under the auspices of the European Commission with the involvement of Management Board members.

Thessaloniki, 24.11.1999

S. Oliver Lübke
Chairman of the Management Board

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Annex II

Budget outline

TITLE 3
CHAPTER 30 OPERATING EXPENDITURE

Article/Item	Heading	
	CHAPTER 30	
300	**Establishment of operational documentation**	
3000	Documentation	290000
3001	Computerisation	110000
	Article 300 - Total	**400000**
301	**Dissemination of information**	**1009000**
302	**Projects on the development and coordination of research work**	
3020	Network and meeting expenses	664000
3021	Interpretation expenses	130000
	Article 302 - Total	**794000**
303	**Pilot studies and projects**	**1200000**
304	**Translation expenses**	**455000**
305	**Management Board meetings**	**170000**
306	**Programme of exchange visits by training specialists**	**1120000**
	CHAPTER 30 - TOTAL	**5148000**
	Title 3 - Total	**5148000**

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ANNEX III

CEDEFOP'S INFORMATION AND COMMUNICATION POLICY (Synopsis)

Serving a wide audience comprising policy-makers, researchers and practitioners at both European and national levels by providing relevant information on key issues.

To achieve this, Cedefop will:

- serve a wide audience, whilst tailoring the information provided to meet different needs, focusing upon the issues in its medium-term priorities;
- select the best way to publish information and make sure that our high quality material reaches our partners and clients in an accessible way. Less but better and better targeted publications remains important;
- involve members of the Management Board in Cedefop activities.

Distinctive, coherent and accessible information services and publications, which respond to the different information needs of a diverse audience.

To achieve this, Cedefop will:

- have three distinct types of non-periodical publications:
  - (a) reference publications, which will be distinct individual publications for sale;
  - (b) an update 'Panorama' series, which consist of summaries of project results, or discussion papers to stimulate debate in specific areas;
  - (c) other Cedefop dossiers, which will be collections of papers, or fiches on particular topics. They will be available online.
- have two periodicals:
  - (a) the *European Journal for Vocational Training*, and
  - (b) *Cedefop-info*.

Cedefop will analyse critically its publications of recent years, paying close attention to their presentation, structure, content and format with a view to improving their quality; it will bring coherence to all its activities, publications, periodicals and non-periodicals, through the consistent use of the Cedefop logo; bibliographical information will be made available in the ETV and on Internet.

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Increasing the use of electronic publication and distribution methods

To achieve this Cedefop will:

- promote the use of its Electronic Training Village as an information and contact point for vocational education and training specialists;
- use its Internet site as a general information and contact point and consider ways in which to incorporate more languages to widen its accessibility and appeal;
- consider using, where appropriate, CD-ROM for its publications.

Drawing from reliable sources that provide accurate, relevant and up-to-date information

To achieve this Cedefop will:

- reorganise the operation and funding of its networks;
- develop closer cooperation with the European Training Foundation and other information providers such as Eurydice;
- continue to work closely with Eurostat, the OECD, and the ILO to exploit effectively available statistical data on vocational education and training.

The effective dissemination of information services and publications, in coordination with the information and communication activities of the European Commission and organisations in the Member States

To achieve this Cedefop will:

- disseminate the results of each project in a predefined and proactive way;
- analyse very critically the best way of publication and develop a systematic approach to evaluation of dissemination activities (for example, assessments of reports, readership surveys, and sales statistics);
- assess its renewed links with the Office for Official Publications of the European Communities in Luxembourg on the more integrated approach to distribution, sales and marketing;
- execute experiments in price, marketing and combined campaigns in order to promote the distribution and to prepare future policy in this area;
- involve its networks more closely in the dissemination of the results of Cedefop projects;
- continue to work closely with members of the Management Board;
- coordinate closely its information activities with those of the European Commission through its Brussels office;
- discuss with representatives in Portugal and France the scope for cooperation with Cedefop during their presidencies.

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For names of responsible persons see projects in the Work Programme.

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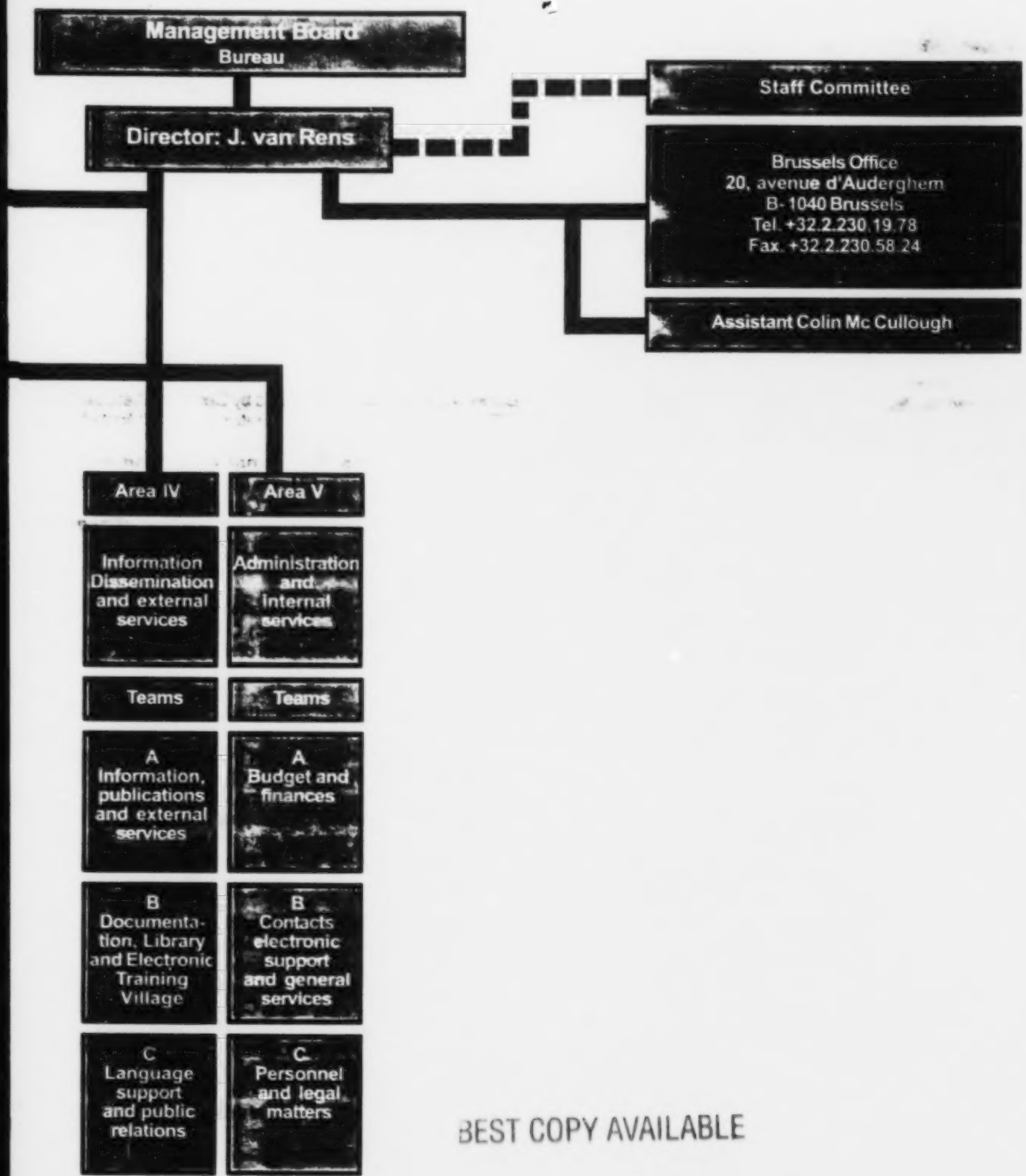
ORGANISATION CHART 2000

Annex IV



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Annexes

ANNEX V

Cooperation with the European Training Foundation (ETF)

Cedefop and ETF differentiate between active and passive cooperation. There are:

- joint projects which are actively implemented in cooperation (see projects 1-5). The joint projects might where possible lead to joint outputs, such as publications.

- projects or themes in which cooperation is passive, limited to exchange of information and good practice for mutual expertise enhancement (see projects 6-10).

Below is a list of those projects led by Cedefop where the ETF is involved. The type of cooperation is also highlighted.

1. **Information on vocational education and training systems in EU and EEA Member States**
   In cooperation with Eurydice, Cedefop is updating the publication *'Structures of the education and training systems'*. The ETF will provide information on training in the CEECs to be included in this publication.

2. **Key data on vocational training**
   The ETF will cooperate with Cedefop on various aspects of the development of statistical data, and in particular in the publication *'Key Data'*.

3. **Transparency of qualifications**
   The ETF participates in meetings of the European forum on the transparency of qualifications, set up by the European Commission and Cedefop.

4. **A partner in policy development**
   Cedefop will be working with the ETF, as well as the OECD and the ILO on issues concerning the social dialogue on training.

5. **Support for research cooperation**
   The developments in central and eastern European countries will be taken into account in cooperation with the ETF and their researchers will have the opportunity to participate in Cedefop's work.

6. **Cedefop's 'Electronic Training Village' (ETV) and Internet site**
   The CEECs have access to our information and ETF is involved in an international search engine.

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7. **Key qualifications and curricular renewal of vocational education and training**
   Information will be exchanged with the ETF project on 'core skills', which aims to promote the development of key qualifications in central and eastern Europe.

8. **Validation of non-formal learning**
   The ETF will be involved in the follow-up of our activities after the synthesis report.

9. **Scenarios and strategies for vocational education and training**
   Partner States from central and eastern European countries are involved in the project with financial support from the ETF.

10. **Study visits**
    The accession countries are participating in the Leonardo da Vinci II study visits' programme, which could continue to be organised by Cedefop. The necessary resources for Cedefop for this work have to become available in 2000.

p.m. More generally Cedefop and ETF will hold, in the framework of their regular meetings to monitor and evaluate ongoing cooperation, a meeting in Thessaloniki early 2000 to assess the progress and to consider further association of the applicant countries to Cedefop or how Cedefop's activities for these countries (EUR 350 000 – 380 000 in 2000) could be funded.

Cedefop – European Centre for the Development of Vocational Training

Cedefop Work Programme 2000

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CEDEFOP

European Centre for the
Development of Vocational Training

Europe 123, GR-57001 Thessaloniki (Pylea)
Postal address:
PO Box 22427, GR-55102 Thessaloniki
Tel. (30-31) 490 111, Fax (30-31) 490 020
E-mail: info@cedefop.eu.int
Homepage: www.cedefop.eu.int
Interactive website: www.trainingvillage.gr

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